

Inspection of Andover Church of England Primary School

East Street, Andover, Hampshire SP10 1EP

Inspection dates:	17 and 18 June 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a warm and friendly school where pupils are keen to live out the school's values of 'love, courage and forgiveness'. They behave well, work hard and have positive attitudes towards learning. Pupils show respect for others and embrace difference. New pupils are warmly welcomed into the inclusive school community.

Pupils respond well to staff's high expectations. Low-level disruption is rare, and classrooms are calm and purposeful places of learning. Pupils get along well. Breaktimes and lunchtimes are a hive of activity. Pupils keep fit on the 'trim trail', play games of football or take part in craft activities. Pupils develop their talents and interests in a variety of ways. These include learning to play the ukulele and competing against local schools in a range of sporting events.

The school has raised its expectations of what pupils should learn and has made improvements to the curriculum since the last inspection. This is helping pupils, including pupils with special educational needs and/or disabilities (SEND), to learn well. However, these changes have not had sufficient time to have an impact on how well pupils achieve. As a result, pupils have gaps in their knowledge.

What does the school do well and what does it need to do better?

In recent times, the school has worked with determination to improve. Well-trained staff swiftly identify the differing needs of pupils with SEND. Robust systems ensure that these pupils receive the support they need. The school has put in place new approaches to teaching reading and mathematics. Pupils develop confidence with numbers as they work through carefully structured activities. The school has designed a new curriculum for the Reception Year. It is successfully embedded. These changes have raised expectations of what pupils will learn during their time in school. However, this new focus has not been in place long enough to show a clear difference in pupils' achievement over time. Published outcomes in reading, writing and mathematics at key stage 2 were below expectations in 2024. Some pupils still have gaps in their knowledge. Inconsistencies in how well the curriculum is delivered across subjects and year groups mean that pupils, including pupils with SEND, are not learning as well as they should. This limits their ability to build on prior learning and make progress over time.

The school prioritises reading, and adults promote a love of reading throughout the school. Pupils become enthusiastic, accurate and fluent readers. In the Reception Year, children learn to blend sounds and recognise 'tricky words'. Pupils make good use of a well-stocked library. They use the 'try this if you liked that' recommendations to choose new and exciting books. The school rigorously checks how well pupils can read. Throughout the school, staff provide pupils with support to help them become better readers.

Although the curriculum has improved, these changes have only been introduced recently. In some subjects, the school has not clearly identified the precise knowledge and skills

that pupils need to learn. As a result, pupils are not always able to make meaningful links in their learning or recall key content over time. Inconsistencies in curriculum design and sequencing make it harder for pupils to build securely on what they already know.

Staff care deeply about the pupils and know them very well. Pupils know that there is always someone to help them if needed. Positive relationships underpin the calm and purposeful atmosphere. From the Reception Year, pupils start to learn how to understand and manage their own behaviour. They can identify how they are feeling and, as a result, start to manage their emotions. They become confident and well mannered.

The school has put in place robust systems and sensitive support to improve pupils' attendance and punctuality. As a result, most pupils attend well. However, too many pupils arrive late to school. They miss important learning at the start of the day. This affects their progress over time.

Pupils benefit from the well-considered personal development programme. Right from the start of the Reception Year, children learn how to stay safe online, look after their health and have healthy relationships. Older pupils take on roles of responsibility, working alongside teachers to make changes to the school. For example, the 'eco ambassadors' are proud of their recent campaign to introduce food waste recycling in school.

Staff are proud to work at the school. They value the supportive environment where they can ask anyone for help, guidance or advice. Staff and governors work well together. Everyone is committed to improving the quality of education and securing the best outcomes for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The delivery of the curriculum is not consistent across all key stages. Consequently, some pupils do not develop sufficient depth in their knowledge and skills. The school must continue to strengthen teacher expertise to ensure all pupils experience a high-quality curriculum and develop a greater depth of knowledge over time.
- In some subjects, the school has not identified the knowledge and skills that it wants pupils to remember precisely enough. As a result, pupils do not build securely on what they have learned and struggle to deepen their understanding over time. The school should continue to develop and embed the curriculum so that it is clear what pupils need to learn and when, in all subjects.
- Too many children arrive late to school. These pupils miss valuable learning and, as a result, have gaps in their knowledge. The school should ensure that robust strategies

to reduce lateness are extended so that pupils benefit fully from the curriculum and make progress over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116269
Local authority	Hampshire
Inspection number	10341429
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Nicky Parker
Headteacher	Fiona Tickle
Website	www.andover-pri.hants.sch.uk
Dates of previous inspection	28 and 29 September 2022, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school in the Diocese of Winchester. The school had an inspection of its religious character, under section 48 of the Education Act 2005, in October 2017. The next section 48 inspection is due within eight years.
- The headteacher took up her post in the school in September 2024.
- The school runs a before-school club.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The lead inspector spoke with members of the governing body. The lead inspector also spoke with representatives from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspectors also considered the curriculum in some other subjects.
- The inspectors also spoke to the headteacher and other leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered responses to the online parent survey, Ofsted Parent View, including parents' free-text comments. They also spoke with parents at the beginning of the school day.
- The inspectors considered responses to the confidential online staff survey. Inspectors spoke to groups of staff and pupils to gather their views of the school.

Inspection team

Lizzie Jeanes, lead inspector

Ofsted Inspector

Paul Shaughnessy

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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